Graduate Medical Education
Tel: (520) 626-7878
Fax: (520) 626-0090
medicine.arizona.edu

1501 N. Campbell Ave.
P.O. Box 245085
Tucson, AZ 85725-5085

Resident/Fellow In-Training Examination (ITE) Policy
University of Arizona College of Medicine – Tucson (UACOM-T)
Graduate Medical Education (GME) Committee

Purpose

In-training examination (ITE) scores are often used as a metric to determine the readiness of trainees to successfully pass board certification examinations. For the purposes of this policy, "trainee" refers to residents and fellows enrolled in ACGME-accredited and non-standard training (NST) programs at the UACOM-T.

The ACGME common residency/fellowship/one-year fellowship program requirements (Reformatted, July 2025) state:

"One goal of ACGME-accredited education is to educate physicians who seek and achieve board certification. One measure of the effectiveness of the educational program is the ultimate pass rate.

The program director should encourage all eligible program graduates to take the certifying examination offered by the applicable American Board of Medical Specialties (ABMS) or American Osteopathic Association (AOA) certifying board."

5.6.d. *For each of the exams referenced in 5.6.a.-c., any program whose graduates over the time period specified in the requirement have achieved an 80 percent pass rate will have met this requirement, no matter the percentile rank of the program for pass rate in that specialty.*

The Guide to the Common Program Requirements (updated March 2024) state:
"Only programs meeting both of the following conditions will receive a citation for this requirement:
1. the program must be in the lowest five percent of all programs in the specialty for board pass rate; and,
2. the program must have a board pass rate below 80 percent.

5.6.e. *Programs must report, in ADS, board certification status annually for the cohort of board-eligible residents that graduated seven years earlier.*

Policy

To help ensure trainees successfully pass board certification exams, this policy establishes a process for program directors to identify and remediate trainees with subthreshold ITE scores to ensure success on board certification examinations.

Procedure

1. Each program director may develop a program-specific policy that establishes expectations for the ITE.

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    a. This policy may include ITE threshold scores that are expected for trainees to achieve at each year of training.

    b. For programs that want to establish threshold scores for trainees in their programs, program directors can consider:
- i. Reviewing the last five to ten years of trainee data to determine ITE scores that correlate with successful board certification examination pass rates on the first attempt.
- ii. Contacting specialty/subspecialty boards to determine if a board standard already exists for ITE thresholds scores
- iii. Reviewing, if available, the literature regarding ITE score correlations with performance on board exams for the specialty/subspecialty.

2. An ITE improvement plan can be developed for any trainee who does not score at or above the identified threshold score.

3. Identified trainees can be referred to the GME learning specialist to develop and monitor an improvement plan.

4. If a referral is made to the GME learning specialist, the program director must:
    a. Notify the trainee of the intent and purpose of the referral

    b. Notify the GME learning specialist of the intent and purpose of the referral including:
- i. The date the trainee was referred to the learning specialist
- ii. The specific reason for the referral, including a statement of the gravity of the trainee's need for improvement. (For example, indicating whether the trainee is at risk of disciplinary action.)
- iii. Any relevant timelines related to resident progress requirements or for follow-up from the learning specialist

5. Program-specific policies must be included in the program's training manual and reviewed annually with trainees during Orientation.

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